DOCUMENT RESUME

ED 375 176 TM 022 186

AUTHOR Stevens, Carla J.; And Others
TITLE Evaluation of the Even Start--Padres y Progreso Program in the Houston Independent School District.
PUB DATE Apr 94
NOTE 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
PUB TYPE Reports - Evaluative/Feasibility (142) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Achievement; Achievement Gains; *Adult Literacy; Child Development; *Early Childhood Education; Educational Finance; *English (Second Language); National Programs; *Parent Education; Parenting Skills; Parents; Program Evaluation; *School Readiness; Second Language Learning; Vocabulary
IDENTIFIERS Comprehensive Adult Student Assessment System; *Even Start; *Houston Independent School District TX; Padres y Progreso Program TX

ABSTRACT

The Even Start-Padres y Progreso program is a nationally funded program designed to prepare young children to enter school by not only offering early childhood education, but also assisting their families with adult literacy and English as a Second Language (ESL), parenting-skills training, and employment-skills training. An evaluation of the program was conducted in the Houston (Texas) Independent School District at an elementary school. At the end of the first year of implementation, test results for a sample of 50 parents indicated that the parents improved in literacy and life skills as measured by the Comprehensive Adult Student Assessment System (CASAS), and the children improved in developmental ability and preparedness for school as measured by the Pre-School Inventory (PSI) and in English-vocabulary acquisition as measured by the Peabody Picture Vocabulary Test-Revised (PPVT-R). Five tables present study findings. (Contains 31 references.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
CARLA J. STEVENS

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED 375 176

Evaluation of the Even Start--Padres y Progreso Program in the Houston Independent School District

by

Carla J. Stevens, Alfredo Gavito, and Diana de la Rosa

Department of Research & Evaluation
Houston Independent School District

Paper Presented at the Annual Meeting of the
American Educational Research Association
April, 1994
New Orleans, Louisiana

TM022186

BEST COPY AVAILABLE

Abstract

The Even Start--Padres y Progreso program is a nationally funded program designed to prepare young children to enter school by not only offering early childhood education, but also assisting their families with adult literacy/ESL, parenting skills training, and employment skills training. At the end of the first year of implementation, test results indicate that the parents improved in literacy and life skills as measured by the CASAS, and the children improved in developmental ability and preparedness for school as measured by the PSI and English vocabulary acquition as measured by the PPVT-R.

Evaluation of the Even Start--Padres y Progreso Program in the Houston Independent School District

Introduction

The purpose of this study is to present the results of the 1992–93 evaluation of the Even Start--Padres y Progreso program implemented in the Houston Independent School District. The Padres y Progreso program was funded by a $200,000 Even Start grant from the U.S. Department of Education for one year beginning with the 1991–92 school year, renewable for four years based on program evaluation results. A national evaluation is being conducted of the approximately 400 programs that have received Even Start grants from the federal government. This paper is a preliminary evaluation of the first full year of Padres y Progreso program operations at Tijerina Elementary School in HISD.

The Even Start--Padres y Progreso program (hereinafter referred to as Even Start) is designed to not only work with the children before they enter school, but to offer literacy and ESL classes to their parents, parenting classes to encourage them to work with and teach their children while at home, and job skills training and other services to assist parents in obtaining work, medical, or social benefits. The goals of the Even Start program are to enhance the language development of the child through school and home-based activities that increase parent/child interactive behavior, and to support parent growth in literacy through areas of personal need. The target group for this Even Start program in HISD is Hispanic families who have children between the ages of 0–7 years and live in the Tijerina Elementary School attendance zone. Families accepted into the program are those who would benefit most from and commit to participating in all of the program areas: early childhood education, adult literacy, parenting skills training, and home visits.

The Even Start program, as indicated above, consists of four components. The first component is *Parent/Child Interaction Training* which provides parents with information about child rearing methods. The second component is *Library Training* which provides training to parents through interactive activities with their children that encourages familiarity with books and

stories, language development, and the use of the library. The third component is *COOP Development* which provides parent training in starting and maintaining a child care cooperative that teaches job skills, parenting skills, and gives parents an opportunity for free child care while participating in the self-help skills training component. The fourth component is *Self-Help Skills Training* which provides parents instruction in parenting skills, personal and family counseling, self-esteem, personal grooming, ESL, GED, job skills, job search skills, and computer assisted instruction. The adult literacy, ESL, and GED classes are offered in conjunction with the Houston Community College.

Literature Review

Beginning in 1989, the U.S. Department of Education awarded Even Start grants to local education agencies working in consultation with other non-profit agencies to provide family-based education services to parents and children. HISD's Tijerina Elementary School was the recipient of one such grant, renewable for four years. Even Start gives parental support through literacy, ESL, child development classes, and offers support services such as child care, transportation, and referral services.

Title I of the Elementary and Secondary Education Act was implemented in 1965 to overcome the deprivation of poverty. In 1981, Title I was reauthorized as Chapter 1 of the Education Consolidation and Improvement Act. Several studies including the 1986 National Assessment of Chapter 1 suggested the importance of parent involvement in the child's school success. This spurred Congress to pass the Hawkins-Stafford School Improvement Act of 1988 which emphasized parent involvement in the program and required school districts to develop written policies for involving parents (Snider, 1990).

Schools and parents face a challenge to work together to provide the necessary education and support that children need. Therefore, parents must continue to be involved in their child's school, and schools must continue to reach out to parents. An effective, continuous source of encouragement and support can be provided by the parent (Clark, 1987 cited in Texas Education

Agency [TEA], 1989; Levenstein, 1985) through active involvement in their child's learning. Epstein (1988, cited in TEA, 1989) gives five essential elements of a quality parental involvement program. Two of these are parent involvement at school and parent involvement in learning activities.

Epstein and Dauber (1991) used data from teachers in elementary and middle schools to examine the connection between school programs of parent involvement, teachers' attitudes, and the practices that teachers use to involve parents of their own students. Results of this study indicate that when teachers make parent involvement part of their regular teaching practices, parents increase their interactions with their children at home, feel more positive about their abilities to help their children in the elementary grades, rate the teachers as better teachers overall, and students improve their attitudes and achievement.

Other research documents the contribution of parent involvement to positive outcomes, such as student school attendance and higher educational aspirations among students and parents (Greenwood & Hickman, 1991).

Clark's 1987 study (cited in TEA, 1989) suggests that parents can provide "social capital" to their children. Clark defines this as parental interest in the child's life, such as providing instruction, guidance and feedback, and setting rules. The "social capital" accrues from the modeling of learning activities like reading and writing, attitudes of right and wrong, and self-esteem. However, in many instances the parent is also at risk because of poverty and its attendant debilitation to the psyche, LEP, illiteracy, apathy, and feelings of powerlessness (Margolin, 1974; Boulette, 1976; Dimitroff, 1972). One of the goals of this Even Start program is to address parental needs as well. Their needs may require intervention with language, parenting skills training, counseling, job search skills, or survival skills in a new culture. It is by addressing the parents' needs that the children's needs may also be addressed.

Family literacy programs are predicated on the beliefs that children's early learning is greatly influenced by their parents, that parents must develop and value their own literacy skills in order to support their children's educational success, and that parents are their children's first and

best teachers. (Gottfried, 1985; Stevens, 1984; Moss, 1983; Smith, 1982; White, Kaban, & Attanucci, 1978; Gordon, 1971, 1973; Deutsch, 1964). Coming from this background, Even Start provides a coordinated approach to family literacy by integrating programs for early childhood education, adult basic education, and parenting education. Even Start also provides support services such as transportation, counseling, and child care to enable parents to support their children's educational readiness. Focusing on the family unit, Even Start strives to assist children in reaching their full potential as learners, help parents become full partners in the education of their children, and provide literacy for parents.

Adult Education

The related educational needs of children and their parents guide the design of Even Start programs. The parent-child component in the Even Start plan may act as an added incentive to adult participation that is not present in traditional adult basic education programs. However, even with this unique motivational component, Even Start providers may experience the same poor attendance and dropout rates experienced by other adult basic education programs if they are not attuned to the personal and social constraints that often work at cross purposes to educational success.

The best adult education programs are mindful of the reluctance and fear that many adults experience when faced with the prospect of going back to school (Beder, 1991; Chisman, 1989; Jackson, 1990). Many adult students have dropped out of school, have experienced years of failure in the public school system, or have failed to see the relevance of schooling to their personal lives. Some adult students also lack transportation, resources, or the child care necessary to engage in educational pursuits.

Successful program designers are cognizant of these adult issues and strive to minimize the fears, build sensitive, client-centered learning environments, and attend to the logistical barriers to participation. These programs utilize many of the following techniques in service delivery:

- a mix of instructional methods including experimental, group, and self-directed learning, as well as individual tutoring and computer-aided instruction;
- a qualified and resourceful staff that reflects the cultural composition of the group;
- appropriate teaching materials and assessments related to adult interest and ability levels;
- a curriculum related to specific adult life goals;
- a human resource development component (e.g., parenting skills and health services); and
- methods by which student progress is monitored and evaluated in the context of meaningful adult education. (RMC Research Corporation, 1991)

Generally, programs that focus on the expressed needs and interests of the adult learner are more successful than those that stress general educational improvement with no specific goal or end point (Pelavin Associates, Inc., 1990). Adult education classes that are linked with paid employment or those that assist adults in managing their daily lives, pursuing personal interests, or interacting with their children are most appealing. Keeping parents' needs and the best adult education practices in the forefront during planning or collaborating with other agencies or organizations maximizes the potential for the fullest participation from parents. Implementing appropriate and appealing adult components is crucial to the success of the Even Start initiative.

English as a Second Language

Because many of the Even Start parents are not able to speak, read, or write in English, English as a Second Language (ESL) is offered to parents when they begin adult literacy training. ESL is a program which focuses on the development of the English language through the use of specific methods that incorporate listening comprehension, speaking, reading, and writing skills (Krashen, 1981).

Several approaches intended to teach second languages have been developed throughout history. The following are descriptions of some of these approaches.

- The grammar-translation method which goes as far back as the learning of Latin during the middle ages, focuses on learning language rules and translating written text.
- The direct-method is a language immersion approach developed by Maximilian Berlitz. In this method the student's first language is not allowed.
- The audio-lingual approach developed by the U.S. Army after World War II, consists of the practice and memorization of situation-based dialogues through drills. In addition, conversations with native speakers about the dialogue are required.
- The Total Physical Response (TPR) approach suggests that the second language is learned through a long period of listening and comprehension development prior to production.
- The notional-functional approach provides students with situations to learn to agree, argue, question, and compliment (Lessow-Hurley, 1990).
- The whole language approach, commonly referred to as the natural approach, is a developmental language model based on the premise that youngsters acquire language as naturally as they learn to walk and talk, then they are invited to engage in self-motivating activities that are stimulating, interesting, social, purposeful, interactive, and most of all enjoyable (Goodman, 1980).

The ESL program offered through Even Start utilizes a combination of the TPR and direct-method approaches described above.

Methodology

Procedures

Pre- and post-test literacy measures were administered to a random sample of 50 parents and their children ages 0–7 years, as dictated by the national evaluation guidelines. Parents received the Comprehensive Adult Student Assessment System (CASAS) and the children were tested using the Pre-School Inventory (PSI) and the Peabody Picture Vocabulary Test-Revised (PPVT-R). As will be explained below, the CASAS is an adult literacy/life skills test which was

group administered in English. The PSI measures developmental status while the PPVT-R measures vocabulary acquisition. Both tests were individual administrations in Spanish. Pre-tests were administered during November, 1992; the administration of the post-tests occurred during the end of April and early May, 1993.

One-tailed, paired *t*-test statistical analysis was conducted on the parents' CASAS scale scores and on the children's PSI raw and PPVT-R standard scores. The *t*-test is an inferential statistic which indicates whether there is a statistically significant difference between two means. Because the value of a test statistic is determined as much by the number of participants in the study as it is by any measure of the treatment effect (Maxwell & Delaney, 1990), the effect size for each comparison was determined. The effect size of the difference was calculated by dividing the difference between the two means by the standard deviation.

Complete pre/post-test data were available for 22 adults on the CASAS, 30 children on the PSI, and 25 children on the PPVT-R. Demographic, education, employment, social services, and parenting attitudes and practices data were obtained from 79 adult intake interviews on 88 participating adults and 140 participating children.

Assessment Instruments

Peabody Picture Vocabulary Test - Revised (PPVT-R 1981) is designed primarily to measure a subject's receptive (hearing) vocabulary for Standard American English. In this sense, it is an achievement test, since it shows the extent of English vocabulary acquisition (Dunn & Dunn, 1981).

Another important function is to provide a quick estimate of one major aspect of verbal ability for subjects who have grown up in a Standard English-speaking environment. In this sense, it is a scholastic aptitude test. It is not, however, a comprehensive test of general intelligence; instead, it measures only one important facet of general intelligence: vocabulary (Dunn & Dunn, 1981). Though far from perfect, vocabulary is the best single index of school success

(Dale & Reichert, 1957). But performance on a vocabulary test should not be equated with innate or fixed ability.

Because the PPVT-R has alternate forms, it is useful in experimentation involving pre-testing and post-testing. The wide range of difficulty reduces the possibility of floor or ceiling effects, important in longitudinal studies. And because it is not time-consuming to administer and score, it provides a useful description of subjects in many studies where it is not efficient or necessary to provide more precise data.

Pre-School Inventory (PSI) was developed in 1965 by Bettye Caldwell as a measure of the skills "regarded as necessary for success in school" (CTB/McGraw-Hill, 1970). The test was first designed for evaluations of Head Start and consisted of 85 items. The revised edition, published in 1970, was shortened to 64 items.

In 1970–71, the Stanford Research Institute further shortened the PSI to 32 items for use in the third year of the Head Start Planned Variation study. In that study, a comparison of the psychometric properties of the 64 item PSI and the 32 item PSI indicated that the 32 item version produces reliable and valid scores and is less burdensome to children and program staff (Walker, Bane, & Bryk, 1973). In addition, the shorter version of the PSI has substantially reduced ceiling effects, because the items in this version tend to be more difficult than the items dropped (Bache, 1980).

Because the PSI has been used in a number of studies with Head Start and other disadvantaged populations, there is a large database of information about the skills that these young children have prior to, and following, early childhood education programs. These data from previous studies offer detailed information about the percentages of children passing each item as well as the average total score for children of different ages. In addition, the PSI was developed to be sensitive to instruction, and has shown positive program effects in previous research. It is important to note that there are no cutoff scores, and this measure should not be used as the sole assessment of an individual child's school readiness.

Comprehensive Adult Student Assessment System (CASAS) is a comprehensive curriculum management and assessment system designed to assess identified competencies of educational programs for all levels of Adult Basic Education, English as a Second Language, and Adult Special Education, including employability curriculums. The CASAS measures adult literacy and life skills. This nationally validated program provides for:

- Accurate placement of students into educational and training programs from beginning through advanced levels of ESL and pre-employment training programs.
- Monitoring student progress.
- Certifying attainment of competencies as students progress to higher program levels and for program completion.
- Linkage of assessment to curriculum and instruction. (CASAS, 1992)

CASAS has been validated by the Joint Dissemination Review Panel (JDRP) and is approved as an exemplary program for national dissemination through the U.S. Department of Education National Diffusion Network.

Results

Participant Demographics

Of the 88 adults participating in the program during the 1992–93 school year, all of them were Hispanic; 84 were female with an average age of 30 years. The participating families had an average of three children between the ages of 0–18 and at least one child under the age of seven. At the start of the program, eight of the 88 participants had completed high school or received a G.E.D., while over half had completed five or less years of schooling (see Table 1). Furthermore, almost 90% were unemployed with 87% of these having been unemployed for over 12 months. At the time of the intake interview, 41% of the participating adults were receiving welfare services.

Table 1. "What is the highest grade you completed in school?"

	Total Participating Adults	
Grade	Number	Percent
No Schooling	3	3.8
1	3	3.8
2	2	2.5
3	4	5.1
4	4	5.1
5	29	36.7
6	3	3.8
7	6	7.6
8	11	13.9
9	3	3.8
10	8	10.1
11	4	5.1
12/HS	6	7.6
GED	1	1.3
Post Sec.	1	1.3

Spanish was the primary language for 98% of the adult program participants. When the participants began the program, about two-thirds understood English somewhat; however, over 40% could not read or speak English at all. Only 13% had participated in previous English as a Second Language (ESL) education.

For the 1992–93 school year, there were 140 participating children between the ages of 0–7 years. The average age was 4 years. All of the children were of Hispanic descent; 54% of the children were male. Table 2 indicates the educational experience the children had received prior to coming to the Even Start program. Fifty-seven percent of the children had not received any educational services. At the time of the intake interview, more of the children had entered school at the primary level (see Table 3).

Table 2. "What formal educational experiences has the child had prior to coming to Even Start?"

Educational Experience	Yes	No
Head Start	3	137
Other preschool	22	118
Kindergarten	20	120
Primary (1-3)	14	126
None	80	60
Other	0	140

Table 3. "What formal educational experiences is the child receiving now?"

Educational Experience	Yes	No
Head Start	0	140
Other preschool	0	140
Kindergarten	19	121
Primary (1-3)	35	105
None	67	73
Other	0	0

As the demographic data retrieved from the initial interview process illustrate, most of the adults served in the Even Start program during the 1992–93 school year were Hispanic, had limited English language skills, and were unemployed mothers with several children at home. In addition, over half of the children had not received any prior formal educational experiences to prepare them for starting school. It is precisely because of these factors that the Even Start--Padres y Progreso program was designed.

Adult Literacy Pre/Post-Tests

To determine the effectiveness of the adult literacy/ESL component of the program, the CASAS was administered as a pre/post-test. Both pre and post-tests were available for 22 of the 50 families randomly selected to be tested. Using scale scores, improvements were recorded for 16 participants. Results from the paired *t*-test on the CASAS scores indicated a statistically significant improvement with a large effect size (see Table 4).

Table 4. Results of Paired *t*-test on CASAS Scale Scores

	Number of Pairs	Pre-Test Mean	Post-Test Mean	Mean Diff.	Stand. Dev.	Effect Size	*t* value	1-Tail *p*
CASAS	22	213.2	219.4	6.22	10.16	.613	2.88	.004

Children Language Skills and Development Skills Pre/Post-Tests

The purpose of the Even Start program is to prepare disadvantaged young children for entry into our nation's schools. The PSI and PPVT-R were administered to a group of Even Start children to measure program effectiveness on language and developmental skills. Table 5 displays

the results of the paired *t*-tests on the children's scores. Significant improvement was indicated on the PSI test with 29 of the 30 students scoring higher on the post-test than on the pre-test. The effect size for the PSI comparisons was quite large at 1.68. Again the differences were statistically significant, although the effect size was somewhat smaller (.391) for the PPVT-R. Fifteen of the 25 children showed improvement over the pre-test.

Table 5. Results of Paired *t*-test on PSI Raw Scores and PPVT-R Standard Scores

	Number of Pairs	Pre-Test Mean	Post-Test Mean	Mean Diff.	Stand. Dev.	Effect Size	*t* value	1-Tail *p*
PSI	30	14.5	25.3	10.80	6.424	1.68	9.21	.000
PPVT-R	25	83.8	89.2	5.40	13.805	.391	1.96	.031

Conclusion

Results from the first year's evaluation of the Even Start--Padres y Progreso program indicate that the adults made significant gains in literacy as measured by the CASAS. The paired *t*-test also indicated significant gains for the children on both the PSI and on the PPVT-R. More improvement was made on the PSI than on the PPVT-R.

The next step in evaluating this program will be to determine if the children whose families participated in the Even Start program scored better on an entrance level language test upon entering first grade than did students who were not served by Even Start or by any other "pre-school" program. Even if students are learning language skills by being in the program, what is most important is if they are better prepared to start first grade than students who did not receive any services.

The importance of this program, and consequently of the results of this study concerning its efficacy, is that much is discussed in literature about the need for parents to be involved in their children's education for students to achieve academic success. If parents encourage their children and take an active part in their learning, students will strive to do better and will be more interested in achieving. It is difficult for parents whose primary language is not English, who may not be able to speak or read English, and/or who may not have received much education to prepare their

young children for entering school or to assist them with school work, once they begin taking classes. The theory of the Even Start program is that if parents are better prepared to care for and teach their young children, these children will be better prepared to begin school and will have a higher academic success rate. This, in fact, is the first of six National Education Goals: *By the year 2000, all children will start school ready to learn.*

References

Bache, W. L. (1980). A psychometric analysis of the National Day Care Study: Phase III child test battery. *Technical appendices to the National Day Care Study: Measurement and Methods. Volume IV-B.* Cambridge, MA: Abt Associates, Inc.

Beder, H. (1991). *Adult literacy: Issues for policy and practice.* Florida: Krieger Publishing Company.

Boulette, T. R. (1976). Assertive training with low income Mexican American women. In M. R. Miranda (Ed.), *Psychotherapy with the Spanish speaking: Issues in research and service delivery. Monograph #3.* Los Angeles, CA: Spanish-Speaking Mental Health Research Center.

Comprehensive Adult Student Assessment System [CASAS]. (1992). National Even Start Program Evaluation. San Diego, CA: Author.

Chisman, F. P. (1989). Jump Start: The Federal role in adult literacy. *Final report of the project on adult literacy.* Southport, CT: The Southport Institute for Policy Analysis.

CTB/McGraw-Hill. (1970). *Preschool Inventory, Revised Edition 1970: Handbook.* Monterey, CA: Author.

Dale, E. & Reichert, D. (1957). *Bibliography of vocabulary studies.* Columbus, OH: Ohio State University Bureau of Educational Research.

Deutsch, M. (1964). Facilitating development in the pre-school child: Social and psychological perspective. *Merrill-Palmer Quarterly, 10* (3), 249-263.

Dimitroff, L. (1972). Concept of self and teaching culturally different people. In Ronald Shinn (Ed.), *Culture and School* (pp. 209-227). San Francisco: Intext.

Dunn, L. M. & Dunn, L. M. (1981). Peabody Picture Vocabulary Test-Revised Manual for Forms L and M. Circle Pines, MN: American Guidance Service.

Epstein, J. L. & Dauber, S. L. (1991). School programs and teacher practices of parent involvement in inner-city elementary and middle schools. *Elementary School Journal*, 91, 289-305.

Goodman, Y. (1980). A model of beginning reading: The roots of literacy. Tempe, AZ: University of Arizona, Arizona Center for Research & Development.

Gottfried, A. W. (1985). The relationship of play materials and parental involvement to young children's development. In C. C. Brown & A. W. Gottfried (Eds.), *Play interactions: The role of toys and parental involvement in children's development* (pp. 181-186). New Jersey: Johnson & Johnson.

Gordon, I. (1973). Reaching the young child through parent education. In B. Spodek (Ed.), *Early Childhood Education.* Englewood Cliffs, NJ: Prentice Hall.

Gordon, I. (1971). *On early learning: The modifiability of human potential.* Washington, DC: National Education Association.

Greenwood, G. E. & Hickman, C. W. (1991). Research and practice in parent involvement: Implications for teacher education. Elementary School Journal, 91, 279-288.

Jackson, G. B. (1990). *Measures for adult literacy programs.* Washington, DC: ERIC Clearinghouse on Tests, Measurement, and Evaluation.

Krashen, S. (1981). *Second Language Acquisition and Second Language Learning.* London: Pergamon Press.

Lessow-Hurley, J. (1990). *The Foundation of Dual Language Instruction.* New York: Longman.

Levenstein, P. (1985). Mother's interactive behavior in play sessions and children's educational achievement. In C. C. Brown & A. W. Gottfried (Eds.), *Play interactions: The role of toys and parental involvement in children's development* (pp. 160-166). New Jersey: Johnson & Johnson.

Margolin, E. (1974). *Sociocultural elements in early childhood education.* New York: MacMillan Publishing Co.

Maxwell, S. E. & Delaney H. D. (1990). *Designing experiments and analyzing data: A model comparison perspective.* Belmont, CA: Wadsworth Publishing Company.

Moss, E. S. (1983). *Mothers and gifted preschoolers teaching and learning strategies.* (Report No. PS 013711). Washington, DC: Office of Education. (ERIC Document Reproduction Service No. ED 230312)

Pelavin Associates, Inc. (1990, November). *Adult education programs and services: A view from nine programs.* Washington, DC: U.S. Department of Education, Office of Planning, Budget & Evaluation.

RMC Research Corporation. (1991). Parents in Education. *Even Start Family Literacy Focus Papers.* Portsmouth, NH: Author.

Smith, I. (1982). *The parent as an informal teacher.* (Report No. PS 014 665). Kensington, Australia: New South Wales University. (ERIC Document Reproduction Service No. ED 250 089)

Snider, W. (1990, November). U.S. programs recognize parent contributions. *Education Week,* 17-18.

Stevens, J. H., Jr. (1984, April). Child development knowledge and parenting skills. *Family Relations, 33* (2), 237-244.

Texas Education Agency [TEA], Texas Dropout Information Clearinghouse. (1989, Fall). *Parent and community involvement.* Austin, TX: Texas Education Agency.

Walker, D. K., Bane, M. J., & Bryk, A. (1973). *The quality of Head Start planned variation data.* Cambridge, MA: The Huron Institute.

White, B. L., Kaban, B. T., & Attanucci, J. S. (1978). *Experience and environment: Major influences on the development of the young child (Vol. II).* Englewood Cliffs, NJ: Prentice Hall.